

MAIDWELL PRIMARY SCHOOL

Draughton Road
Maidwell
Northants
NN6 9JF

School Behaviour and Discipline Policy

History	Details	
November 2020	14:	Further information removed
June 2021	11.1 12.3	Reference to <i>Discipline Policy</i> removed Reference to <i>RHE/Thinking Classrooms</i> included
March 2022	Front page Before 1 1.1 2.3 2.4 2.5 3.2 5.1 5.3 5.4 Para 6 6.1 6.2 6.3 Para 7 10.3 Para 11 Appendix C	Historic amendment table moved to page 2 Mission statement included Quotation from Elton Report removed and replaced with bullet points <i>Resilience</i> included <i>Positive praise</i> replaces <i>a range of rewards for children of all ages and abilities</i> <i>Loss of focus</i> replaces <i>minor misdemeanours</i> New insertion Modelling example included <i>Specific and qualitative</i> included New insertion and diagram <i>Misdemeanours</i> renamed <i>Losing Focus</i> Included: <i>and if they are identified as having a personal need.</i> Diagram insertion Rewritten paragraph Renamed: was <i>Procedures for dealing with major breaches of discipline</i> <i>Time in</i> replaces <i>miss break time. For a short period</i> specified. Removed and subsequent paragraphs renumbered New appendix

The Governing Body of Maidwell Primary School have formally adopted this policy. The Headteacher and the Governing Body will review it no later than two years from the date of signature below.

Last Review

March 2022

Next Review

March 2024

GB Approval
Date

Signature
Chair of Governors

HISTORIC AMENDMENTS:

History	Details	
January 2015	2.10: 4.1: 6.3: 6.6: 7: 13: 14: Appendix A Appendix B	New insertion Amended to read <i>Golden Rules emerge from these class rules</i> Sun, Cloud and Rain board replaced with orange card, red card and fussing points Removed – referred to exclusion and not covered by this policy Reference to NCC Pastoral Support Inclusions attached in Appendix A Reference to Risk Assessment of Challenging Behaviour attached in Appendix B New Paragraph stating The Law Useful documents (was paragraph 13) – no change to text New Appendix – Pastoral Support Programmes New Appendix – Risk Assessment Guidance and Proforma
January 2017		Document Reviewed for Safeguarding Audit. No change
November 2018	4.1 6.3 7 Appendix A Appendix B 9 10.3 12 12.1	Reference to <i>Golden Rules and Class Rules</i> amended Reference to <i>Loss of Golden Time</i> removed Reference to previous Appendix A and Appendix B removed Previous Appendix removed. Replaced with Golden Rules Previous Appendix removed. Replaced with Home School Agreement Reference to new Appendix B included Reference to Discipline Policy removed Paragraph title amended to <i>Behaviour Modification</i> Reference to <i>Discipline Policy</i> amended to <i>Working Practice</i>

Behaviour and Discipline Policy

MAIDWELL PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

At Maidwell Primary School we understand that:
“All behaviour is communication”

I Objectives

1.1 Maidwell Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy that recognises a positive approach to the behaviour of children in school. Our approach towards behaviour and discipline is:

- attachment aware
- trauma informed
- mental health focussed

2 Aims

- 2.1 To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- 2.2 To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- 2.3 Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote resilience and responsible behaviour, self-discipline, self-respect and respect for other people and property).
- 2.4 To reinforce good behaviour, by providing positive praise.
- 2.5 To make clear to children the distinction between loss of focus and serious misbehaviour and the sanctions that will follow any misbehaviour.
- 2.6 To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- 2.7 To acknowledge that each and every person who joins the community has a personal part to play and each person’s talents will be valued and enjoyed.
- 2.8 To support each member who needs help and encouragement, in particular nurturing the self-esteem of all.
- 2.9 To listen with care to one another’s views and opinions and values them.
- 2.10 To acknowledge the school’s legal duty under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

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3 Values

- 3.1 We believe in emphasising positive behaviour in school. A well-managed, orderly environment in school will encourage children to react in a positive caring way.
- 3.2 Discipline means to teach, not to punish. We teach discipline and self-regulation through the curriculum: RE, RHE, Thinking Classrooms. As we are attachment aware, trauma informed, mental health focussed:
- Learning comes by realising that actions have consequences and connection between actions and consequences are made in the brain.
 - Natural and Logical Consequences should be used where possible, as, if delivered with empathy, are less likely to reinforce negative self-belief, eg: say “I’ll help you” rather than “You have to do it at lunchtime”.
 - Linked to values of school and safety for all.
 - Time-in, not time-out – work out what need is being communicated and meet the need, break and repair, connect before correct, teach, use restorative justice (eg: sitting down, listening to everyone and generate and understanding), regulating input.
 - Modelling lay down new pathways.

4 Golden Rules and Class Rules

- 4.1 Each class has responsibility for drawing up their own set of Class Rules. Class Rules compliment the Golden Rules that apply across the school (see Appendix A).

5 Encouraging Good Behaviour

- 5.1 We must be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved. Teachers modelling appropriate response to situations, eg: “Perhaps you could think about ...”
- 5.2 The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report *Good behaviour and discipline in school* emphasises the part played in this by the example set by teachers and other adults:

“Where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves.... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.”

(Paragraph 53)

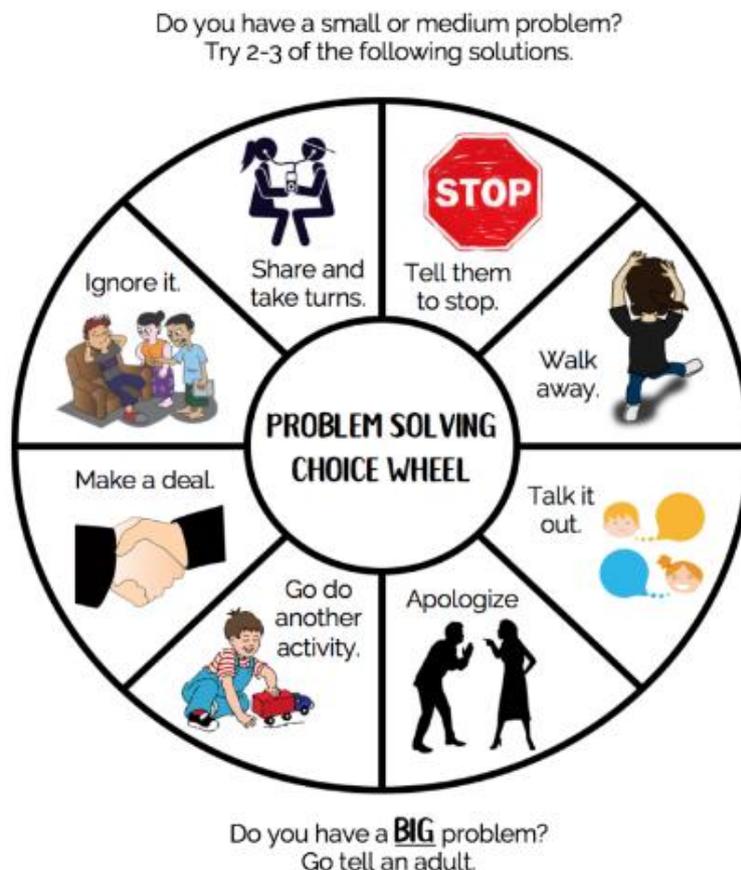
- 5.3 We try to encourage good behaviour through the use of very specific praise. Praise which is qualitative should be used to celebrate and reinforce good behaviour. Praise can be given in formal and informal ways, in public and in private, for maintenance of good standards as well as for particular achievements. Children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.
- 5.4 The 8 C’s of self can be used to develop the concept of being the best I can be as values. This should be done as a class and is particularly well attributed to weekly yoga sessions:

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6 Losing Focus

- 6.1 Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child and if they are identified as having a personal need.
- 6.2 Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. This will be developed with a spinner for the playground:



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6.3 The responses to behaviour which is unacceptable will reflect the nature of the behaviour and the age and needs of the child. These responses will include:

- Guidance from the adult to enable the child to return to the right path through opportunities to reflect, repair and redo.
- Reinforcement of and reminders of appropriate behaviours.
- Reflection on the values of the school to encourage reconnection.
- Orange card if response to above has not been positive.
- Red card if there has been a direct violation of the golden rules with specific intent.

6.4 If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

6.5 Major breaches of discipline such as physical assault, deliberate damage to property or stealing are extremely rare at Maidwell Primary School and it is the duty of the Headteacher to deal with it promptly.

7 The Headteacher may choose to use some of the following, but not necessarily in order, according to the needs of the child and situation:

- An oral warning by the Headteacher concerning future conduct.
- Withdrawal from the classroom for part or rest of the day.
- A meeting with parents to inform them of their child's unacceptable behaviour and strategies for moving forward.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents and support agencies
- Permanent exclusion, after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.
- The school may carry out a Risk Assessment of Challenging Behaviour.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

8 Playtimes

8.1 At playtimes we expect that the same rules will apply as during the rest of the school day, and that children will respond to the supervision of the lunchtime supervisors. Lunchtime supervisors should be treated with the same respect as other adults in the school.

9 Role of Parents

9.1 Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules. Parents will be encouraged to sign the school's home/school agreement – see Appendix B.

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9.2 Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

10 Care and Control of Children

10.1 Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

10.2 Staff should always promote good behaviour through praise.

10.3 If there is a need for sanctions (see 6.3), the following may also be invoked, depending on circumstances:

- redirect to another activity
- talk to the child – discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own
- repeat work
- time in (but must be supervised)
- remove child from the class for a short period – place with Headteacher or in another class
- parental involvement
- daily report

11 Behaviour Modification

11.1 At Maidwell Primary School, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our working practice all staff use behaviour modification strategies to change an individual child's behaviour.

11.2 Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

11.3 Various methods are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources
- using Individual Education Plans, whereby small steps are devised for the child e.g. sitting on chair for a given length of time
- commenting on a child's good behaviour to other children/other classes
- showing achievements in Assembly
- involving parents at an early stage to co-operate on an action plan.
- circle time/RHE/Thinking Classrooms

11.4 By using a positive system of rewards and reinforcing good behaviour, Maidwell Primary School fosters children's positive self-esteem.

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12 The Law

- 12.1 The law states that teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. The sanctions that apply are that teachers have the power to confiscate a pupil's property.
- 12.2 Malicious accusations against school staff made by a pupil will result in disciplinary procedures.
- 12.3 Reasonable force may be used on the occasions where it would prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

Golden Rules

- Do be gentle
- Do be kind and helpful
- Do be polite and respectful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do not hurt anybody
- Do not hurt people's feelings
- Do not forget to say *please* and *thank you*
- Do not waster your time or other people's
- Do not waste or damage things
- Do not interrupt
- Do not hide the truth

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Appendix B

Home School Agreements and the Law

It is a requirement of the School Standards and Framework Act 1998 that all schools have a Home School Agreement.

This sets out the agreed responsibilities of the three parties involved in the education of your child: the school, your child and you, the parent/guardian.

The idea of the Home School Agreement is to encourage and strengthen the partnership between you and the school in your child's education. Such partnerships are known to be important in enabling children to succeed in school.

The school is required to ask that parents/ guardians sign the Home School Agreement. By doing so you acknowledge your vital part in the education of your child. Your child is also asked to sign as acknowledgement of their part in this agreement.

What to do if you have any concerns

If you have a matter that you are concerned about, you should speak to the class teacher in the first instance.

If you are not satisfied with the outcome, or would prefer to speak to someone else, you should speak with the Headteacher who will investigate your concern and will let you know, in writing, what action has been taken. If you are not satisfied with the response you should speak with the Headteacher again.

Further communication, if required, should be made by contacting the Chair of Governors. The Chair will ensure that your concern is dealt with by the appropriate Governing Body committee, or may speak with the Headteacher on your behalf.

For more information please contact:

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Tel: 0 1604 686240
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Maidwell Primary School

Home School Agreement



At Maidwell Primary School we work to provide a happy, caring and secure environment valuing each person as an individual and seeking to promote self-esteem, striving for the development of all to their full potential.

We aim to encourage tolerance, respect and self-discipline, helping each child to take more responsibility for their own behaviour and learning by adopting the principles of the 5Rs for Learning.

Maidwell Primary School will:

- Establish a **Behaviour Policy** that provides a secure and caring environment
- Set high expectations for learning and encourage children to achieve their best through a broad and balanced curriculum
- Foster a sense of worth within each individual and of respect between all members of the School community
- Provide opportunities for children and parents to become valued members of the School community
- Strive for high standards of work and behaviour by building good relationships and by developing a sense of responsibility
- Keep parents and children informed about general school matters and, in particular, your child's progress
- Be welcoming and offer opportunities for children and parents to become involved in the school community

As a Pupil I will:

- Care about other people's feelings and belongings, and the school environment
- Help to set and then keep the **Golden Rules** for my class and for the school
- Behave responsibly in the classroom and around the school
- Arrive on time, with everything I need for the day's lessons
- Wear school uniform and be smart and tidy in my appearance
- Work hard, to the best of my ability, without stopping others from working
- Show respect for other pupils' work
- Use and complete my Busy Bee Book (Reception) and Homework

As a Parent/Guardian I will:

- Ensure that my child attends school regularly, on time, properly equipped and ready to learn
- Become actively involved in my child's education and make every effort to attend parents' evenings and other occasions to discuss my child's progress
- Support the school's policies, especially on behaviour **and treat all staff with respect**
- Inform the school about any concerns or problems that might affect my child's work or behaviour
- Support my child in homework and other opportunities for learning at home
- Support my child's involvement in the wider community of the school
- Refrain from removing my child from school during term time, except in exceptional circumstances, and to provide a completed form and letter of request to the governing body when seeking leave of absence in accordance with the Education (Pupil Registration) (England) (Amendment) Regulations September 2013

Signed:
Headteacher

Chair of Governors

Signed:
Pupil

Signed:
Parent/Guardian

PLACE Model – Dan Hughes



PLAYFULNESS

Always try to keep your tone light.
Be actually playful i.e. have fun where appropriate.
Use humour, not to avoid but to connect

- our sense of safety
- how we feel about ourselves
- how we express and manage our feelings and behaviour
- how we build future relationships
- how we feel about (and interpret) other people



LOVE

Convey love at all times. Connect. Show you care. Show them they are worthy.
“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.” (Paul Dix)



ACCEPTANCE

This is the hard bit. Try not to reason/argue/teach/negotiate/explain/persuade/bribe
Accepting does not mean agreeing, it does not mean putting up with challenging behaviour and it's not about backing down. It's just: “Ok I can see that's made you feel....”



CURIOSITY

Try to work it out by making brave guesses. Sometimes it can be a bit obvious though: Maybe you are feeling cross because you don't like being told what to do...etc it feels like asking questions but you keep 'wondering aloud' until they say you're right or they do something that lets you know. You can often sense an energy change when a child relates to your wondering.



EMPATHY

e.g. “Of course you feel cross if you're feeling bossed around, it's not nice when you can't do things the way you want to.” THERE IS NO **BUT** HERE. Leave it at that. Empathic commentary.